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ABSTRACT

Intended to help librarians plan a summer program of activities for children, this planning manual provides deadline schedules, activity suggestions, book lists and other items necessary in starting such a program. The introduction to the manual explains the goals of a library summer program, and notes that the theme offered, "The Greatest Show of All," can teach children about the fun side of circuses as well as their darker history. It also suggests that all children who attend the program should be awarded some type of certificate, because a child who "fails" a summer reading program is likely to dislike reading permanently. Following the introduction is a deadline schedule for planning the summer program, including when to write to contributors, when to place orders for materials, and when to set dates and times for a Children's Conference. The third section deals with the planning process, and includes goals and objectives, an activity matrix, and calendars. The fourth section, on materials and resources, includes lists of books related to the circus, types of music to use, and where to send away for natural history activity kits appropriate for fourth to sixth grade students. The activity section offers simple recipes for animal-shaped cookies, while the final section discusses diversifying goals for summer reading programs. (Stencils for circus characters are included.) (JC)

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~YOUR LIBRARY~
GREATEST SHOW OF ALL!

A Planning Manual

produced by
The Nebraska Library Commission
1987

Provided with Library Services and Construction Act Funds

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Nebraska's Summer Reading Program for 1987, Your Library -- The Greatest Show of All denotes "circus" with all its hoopla, spangles, and three rings of thrills, laughs and fun. The concept of three rings might have interesting applications for the library: it connotes constant sense stimulation, simultaneous activities competing for the viewer's attention and on-going free choice for what the spectator chooses to attend. The library that really aims to live up to the slogan "Greatest Show of All" with good resources, reliable and able volunteers, and plenty of ingenuity and initiative may offer "three ring" programming. You might have three readers or storytellers performing at once, or conduct activities like face-painting, gymnastics instruction, tips on hiring a clown, how a calliope works, etc., simultaneously so children can freely sample all activities. If you don't have room in your library for three separate activities, plan events in the park, grocery store parking lot, or wherever you can attract a crowd. The circus can be a joyful, light-hearted event with plenty of room and opportunity for exploration.

Other "greatest show" directions that have been mentioned are Buffalo Bill's "Wild West Show," NebraskaLand attractions and the library itself in all possible dimensions. Some of these possibilities, particularly Buffalo Bill and other rodeos, should have more appeal for older children and young adults. The library as "greatest show" also has potential for high-school readers.

A summer theme should not just be a way to pull together and integrate the statewide program. The theme should also enable children to appreciate and understand the topic more broadly. This is one way of designing activities and drawing in older children.

The circus also has its dark side and, at least for older children, that shouldn't be ignored. When P.T. Barnum put together his first show in 1836 his "acts" were people who were curiosities, who had deformities and physical defects that caused them to be rejected and sometimes endangered by general society. They were freaks who excited a prurient curiosity and fascination. While the idea of being on exhibit, to be poked and jeered at because of one's flaws, may seem cruel and lacking in compassion, the circus has traditionally been a place of refuge for human and animal oddities. Human dignity was traded for protection, safety and a chance to be gainfully employed. Today children's toys and T.V. shows pander to that same fascination with the perverse with gobots, mutants and odd unnatural creatures that are portrayed as enemies, thus fair game for torture and torment. While such toys and trends may not disappear because some adults disapprove, this preoccupation may at least be examined through library programming concerning circus sideshows -- thereby providing activities for older children -- perhaps grades 6-10. (See page 12 for materials and possible approaches to the topic of freaks.)

An analysis of the 1986 Summer Reading Program evaluations indicates that less than half as many 4-6 graders were registered as K-3 graders, and only 1/10th as many young adults as in grades 4-6. It is easier to provide successful programs for younger children. Their parents are more likely to bring them. Perhaps you've worked with them all year and they don't have other activities competing for their time as older children do. But even though they are more difficult to entice into attendance, the needs of 4-6 graders and young adults are just as urgent, if not more so. They are at an age when books as intellectual stimulation and promoters of creative thought will either be discovered and appreciated or forever disregarded or

viewed only as a secondary form of entertainment. While programs for these age groups may not attract the numbers that programs for younger children do, and even if only a small number attend at first, persistent regular programming generally results in growing attendance -- and one student who comes to know the library's potential makes programming worthwhile. The Activity Manual for 1987 will emphasize activities and ways to reach these older age groups. Although the strategies may not focus directly on the Summer Reading Program theme, it is hoped that librarians will make an effort to reach out to these children.

Another finding from the evaluations is that of the 14,420 children who were registered, 9,790 received certificates. That means 4,640 children, or nearly 1/3 of all those registered, failed. This is higher than the usual school failure rate for a program that ought to be a pleasurable, successful and recreational experience. The interest these 4,640 children show in reading and in participating in future summer reading programs is sure to decrease severely and may even partially account for the lack of interest among older age groups. Also, the children who don't receive certificates are nearly always the ones for whom finishing a book is hard labor and looks like a life sentence. These feelings are reinforced when they fail to receive a certificate, and a dislike of reading is likely to last throughout their lives. Since librarians are supposed to be fostering a love of books, not reader phobia, a desirable Summer Reading Program objective is to see that <u>every</u> child receives a certificate and recognition. Try to help them set individualized goals according to their abilities and attitudes toward themselves and books. One possible approach to this objective is described in the sample activities. It is titled

"Diversifying Children's Summer Reading Program Goals." Included are the incentive features or objects you may use, along with explanations and patterns.

One of the new features this year is the catalog of Summer Reading Program materials. Be sure to look over the illustrations. The deadline for your order this year is February 20, enabling the Commission to deliver your order in late March or early April. The materials kits are also new this year. Each kit contains a standardized number of basic materials for 25 children. (See catalog for an itemized description.) While these are most appropriate for programs with a small number of participants, anyone may purchase them and you are free to purchase additional materials as well. The advantages for you are price discount and speedy delivery since NLC packers will be able to work more efficiently.

Bill Snocker, our artist this year, is from Harrison in Sioux County and runs a Summer Reading Program with his wife, Pat. His drawings are full of color and movement and appeal for all ages. The names he has given his figures are particularly appealing and clever. Having names turns them into characters and gives you the opportunity to have mascots.

The combined time line for the Summer Reading Program and Children's Manual indicates approximate target dates for future years. In fact, with a little fast footwork and glue on the tight rope, some acrobatics, a couple of glances into the lion's mouth and a lot of sleight of hand, we hope to stay at least near the time line this year.

Wishing you and all your library visitors a high-flying '87 at the Greatest Show of All.

Mary

Mary Jackson

SUMMER READING PROGRAM AND CHILDREN'S CONFERENCE

Combined Time Line

Deadline	Activities
May 5	Spring Meetings -- choose theme for following summer; advertise Children's Conference
June	Children's Conference -- identify keynote
June-July	Solicit art submissions; plan Children's Conference
August 1	Art work must all be turned in; plan Children's Conference
September 15 (est.)	Children's Conference -- choose art, brainstorm for manual, discuss materials
October 1	Write to manual contributors
November 15	Planning Manual to printer
December 1	Planning Manual distributed to public librarians. Other Nebraska library personnel may request a free copy. Include catalog with pictures of SRP materials and order blank. Include small library or beginner kits. Activity Manual contributions received
January 1	Order deadline
January 5	Place orders for printed materials. Go through Purchasing to solicit bids for non-print items.
January 15	Manual ready for printer. All or most materials orders received -- cancel low-order items.
January 20	Order non-print items
February 1	Set date, site for Children's Conference
March 1	Receive non-print materials
March 5	Send out all materials
March/April	Make 'n Take Presentation on activities and ideas for Summer Reading Program

COUNTDOWN TO SUMMER

If you start planning for Summer '87 now, program development will be nearly effortless. When summer arrives, the general outline for your activities will be firmed up and you'll only have to fill in the details.

A brief time line of major preparatory activities is followed by a more detailed breakdown. To make this process even easier, fill in the blanks on the following pages (choose only those tasks that are pertinent or helpful to you) and a plan will gradually emerge.

Much of this material is similar or identical to last year's planning manual. This year I leave it to you to set time line dates. Although some of the dates have passed, they will give you an idea of the framework for the year.

1. Attend NLC Children's Conference to offer input and preferences on artwork, material type and specifications. September.
2. Set dates and duration. _____
3. Begin thinking about themes and ideas. _____
4. Set goals. _____
5. Take stock of books on hand. _____
6. Research circuses. _____
7. Develop activities and ideas. _____
8. Arts and crafts. _____
9. Deadline for NLA Activity Manual. December 1.
10. Begin collecting materials. _____
11. Practice story telling. _____
12. Budget. _____

13. Talent search. _____

14. Look for additional books needed. _____

15. Ask your system to organize a Make 'n Take Workshop through your Juvenile Resource Center. Schedule for March or April.

_____

16. Order books. _____

17. Collect other materials. _____

18. Films. _____

19. Final program decisions. _____

20. Calendar. _____

21. SRP displays travel with Spring Meeting. Late April/Early May.

22. Make displays and props. _____

23. Publicity. _____

24. Registration. _____

25. SUMMER READING PROGRAM!

26. Evaluate. _____

27. Attend NLC Children's Conference. Find out about Summer '88. September.

1. The NLC Children's Conference in September should get you off to a great start. Not only do creative early birds bring displays for the following summer (so soon after finishing their own Summer Reading Programs -- they really are jugglers who know sleight of hand) that are stimulating, encouraging and can give you a giant jump on summer planning, this is your chance to personally shape the direction and content of the Summer Reading Program. If you volunteer to contribute ideas for the manual, you'll soon receive a packet of art samples, forms and other tips to help you with your ideas and planning.

2. Before Summer '87 (NOW): Start with something easy -- set dates. Many librarians recommend that the program last for at least ten weeks and begin just as soon as school is out before kids get too used to no scheduled activities. Also, ten weeks is time enough to make reading a leisurely experience without school pressure ... "I've got to have this done tomorrow."

   THE _____ SUMMER READING PROGRAM WILL
   (Library)

   START _____ AND RUN UNTIL _____.
   (Date) (Date)

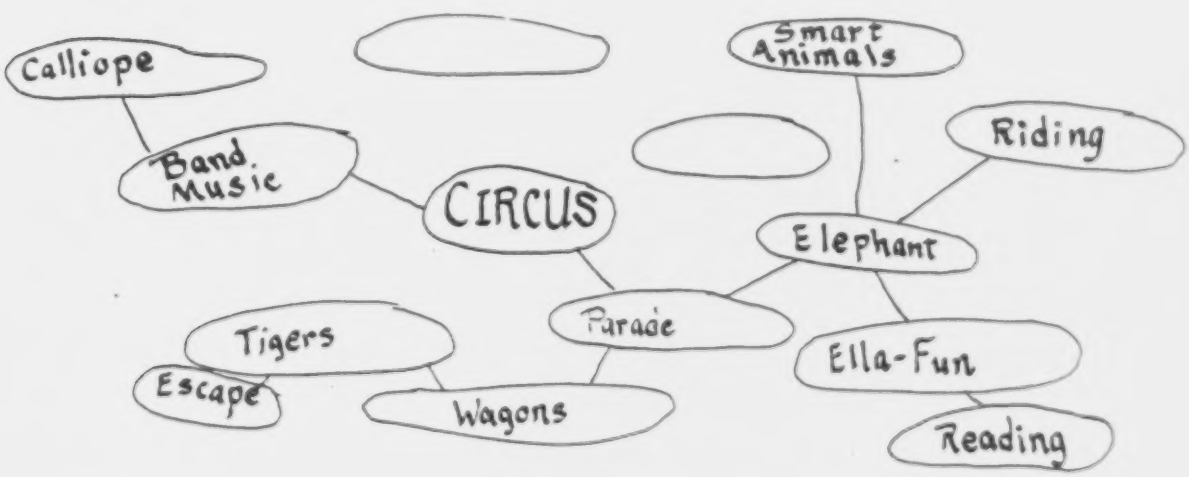
3. _____ Ideation: Once you have the theme you can
(date)

do some gentle thinking about it. Play a word association game with yourself or others to begin generating thematic linkages. Here are two forms -- take your choice:

"GREATEST SHOW" reminds me of:

P. T. Barnum	
Tom Thumb	
Freaks - Elephant Man	

OR WORD WEBBING (example)

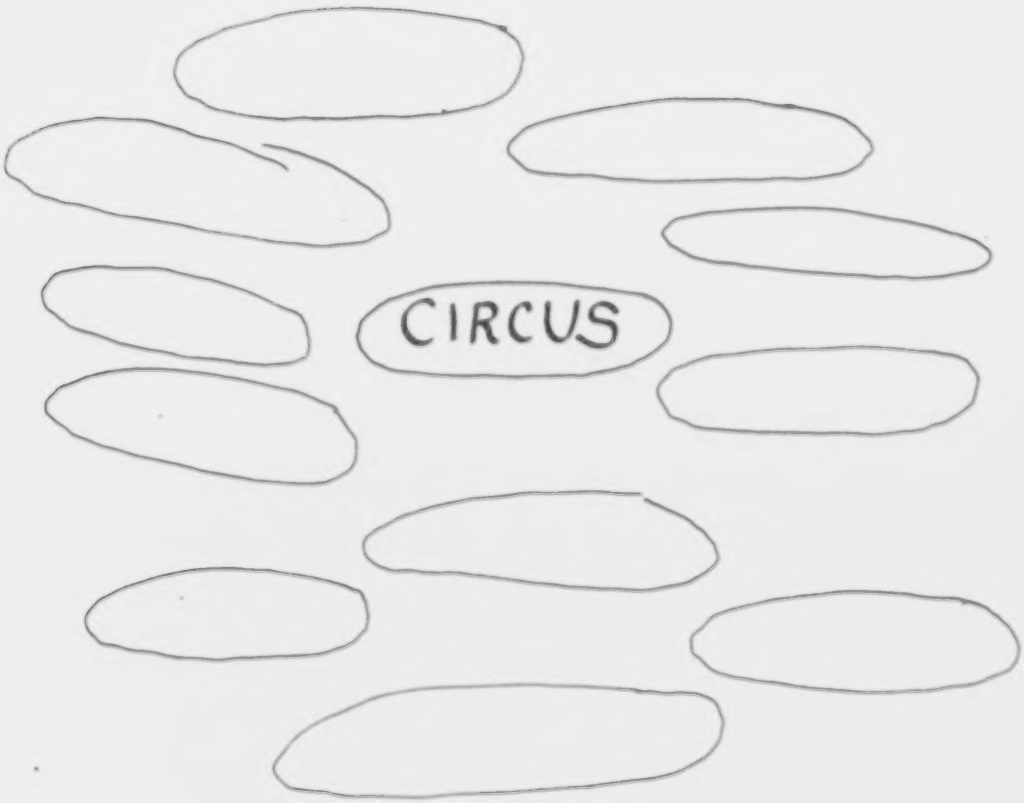


Ideas

*Circus parade - through library or neighborhood
young adult volunteers can furnish band music, planning, etc.
Calliope demonstration
Animal training workshop
*Little Red Wagon Parade??

"GREATEST SHOW" reminds me of:

WORD WEBBING



Programming Possibilities

Now -- write down words or concepts you brainstormed that seem to hold programming possibilities: don't be neat or complete! This is another stream-of-consciousness activity you will return to later.

For instance, from the word web:

ELEPHANTS - story of Jumbo - London Zoo, discuss problems with size, read and relate to "Giant Boy" episode in Five Children and It by E. Nesbitt; elephantine?? relate to Ella Fun?

P.T. BARNUM - show biz, book talks on life story ... "There's a sucker born every minute" are you one? What's the opposite? Collection of freaks, best place for those who are different? Is everyone there a freak of some sort? Clowns? Flyers? Unnatural? What about Blubber? Read Blubber by Judy Blume beginning when she starts being picked on. Would you want to be in a circus?

Other books and ideas:

4. Goals and Objectives

For those of you with many years of experience running a Summer Reading Program, goals are probably self-evident in all you do and, if you wrote them out, would look something like this:

- To give as many children as possible a pleasant summer library experience.
- To encourage reading -- particularly quantity.
- To make reading meaningful through story times, special programs, games and culminating activities.

What other goals are important to you? It would be useful to librarians with less experience to get some idea of your targets. Please contribute them along with enabling activities for the Activity Manual. Additional goals that address some of the conditions alluded to in the introduction would be worth consideration by all librarians:

SAMPLE

Goal: To guarantee that all registered children, no matter how little they read, have a successful experience in the Summer Reading Program.

Objective:
- All registrants will receive some form of recognition and/or award.
- Competition and quantity reading will be deemphasized -- especially for poorer, less-confident readers.

Goal: To target older age groups -- grades 4-6 and young adult -- for inclusion and involvement in the program. (It is important to realize that such programs start small and will probably never draw the numbers that programs for younger children do. Don't be discouraged! Five participants is success!)

Objective: * To plan massive and innovative (maybe even scary) promotional campaigns to attract grades 4-6 youngsters.

Enabling Activities

- visit classrooms with your message
- enlist appropriate-age library users as ambassadors (make sure they're willing and know what they're to do)
- contact teachers for the names of students who would especially benefit from library activities during the summer and visit these students personally with an offer they can't refuse

AND

_____

_____

_____

_____

_____

Objective: * To offer programs with special appeal to older children.

Enabling Activities

- volunteers (see Honey Lou Bonar's explanation of the Hastings "Volunteen" Program in the Activities Manual)
- periodic book talks
- special book displays
- storytelling, puppet or Creative Dramatics Cadre
- civic performers or providers
- art club (they can do your displays -- your volunteer resource could be an older student)

- book discussion (or project) club
- games group (introduce, play a new game each week)
- other topics of particular interest:

_____
(date)

SUMMER READING PROGRAM GOALS, OBJECTIVES AND ACTIVITIES

Goal: _____

Objectives: _____

_____

_____

_____

Activities: _____

_____

_____

_____

_____

Goal: _____

Objectives: _____

_____

_____

_____

Activities: _____

_____

_____

_____

_____

5. _____ Inventory Books
(date)

On the basis of the word association game, the bibliography in this manual and knowledge of your collection, you can begin to develop a book collection that will be the foundation for next summer's activities. See the Resource section for titles of interest.

Make these lists:

CIRCUS BOOK INVENTORY

Books on Hand

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Books to Order

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Books Worth Searching For

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Other Books or Kinds of Books that Might Relate

Other "great shows"	Stone Soup
Left-outs and rejects	Huckleberry Finn
Gypsies	Adam of the Road?
Other Wanderers	Zoo or carnival

6. _____ This is a good time to begin reading and
(date)

researching about circuses -- both non-fiction for background and fiction you are unfamiliar with. You can start thinking about books which would be appealing for story times and which would lend themselves to follow-up activities.

Example:

BOOKS ABOUT CIRCUSES

Title: Bearymore by Don Freeman

Theme, motif, plot summary: Bearymore, a trick circus bear, must think up a fresh new act during hibernation time....accidental creativity and problem solving

Good for these groups: K-3

Recommend to whom: 2-3rd grade average readers who enjoy books about animals, teddy bear lovers of all ages

Follow-up and program ideas: After sharing the book children might try walking the balance beam as inventing a brand new act for the circus. They may draw it or pantomine it and other children can guess what they are doing and on what piece of equipment.

Title: _____

Theme, motif, plot summary: _____

_____

_____

Good for these groups: _____

Recommend to whom: _____

Follow-up and program ideas: _____

_____

Title: _____

Theme, motif, plot summary: _____

_____

_____

Good for these groups: _____

Recommend to whom: _____

_____

Follow-up and program ideas: _____

_____

Title: _____

Theme, motif, plot summary: _____

_____

_____

Good for these groups: _____

Recommend to whom: _____

_____

Follow-up and program ideas: _____

_____

NOTES: _____

_____

_____

_____

7. _____ Activities Brainstorm
(date)

As you begin generating activities, use a matrix to multiply ideas. Ideas are often born because two thoughts happen to combine. A matrix forces odd, unlikely combinations. Some will be worth pursuing, some won't. Choose two categories relating to the topic such as picture books about the circus and arts-and-crafts techniques. Fill in one category across the top and the other down the side to see which combinations click. Other possible category combinations are games and puzzles/titles; motifs/creative dramatics; a variety of activities/goals; displays/slogans; materials/circus act names; story props/picture books -- combination types are endless. Matrix samples and blanks are on the following pages.

MAGIC MATRIX (sample)

FOLLOW-UP ACTIVITIES / BOOK TITLES	Circus in the Mist	Peter Spier's Circus	The Toy Circus	Little Bear and the Pap-agini Circus	Curious George Joins the Circus	Maria Looney and the Cosmic Circus	Cam Jensen and the Mystery of the Circus Clown	Seen Any Cats	Hocus and Pocus at the Circus	The Clown Said No	Circus Shoes	Circus	If I Ran the Circus
Scribble Pictures													
Role Playing										X			
Tissue Paper Art	X												
Puppets													
Felt Board													
Sound Effects		X											X
Animal Inventions													
Group Poem													
Flip Movie								X					
Slogans and Sayings													
Creative Nebraska													
Cardboard Construction													
Paint Blots												X	
Descriptive Words													
Collage													
Masks													
Hat Making													
Origami													

MAGIC MATRIX (sample)

GAME FORMATS / CIRCUS ACTS	Trapeze	Performing Dogs	Elephants	Acrobats	Juggling	Seals	Clowns	Lion Tamer	Tight-Rope Walker	Bareback Rider	Human Cannon Ball		
Bingo													
Board Game													
Checkers													
Crossword													
Tag													
Trivia													
Hidden Word													
Hop Scotch													

MAGIC
MATRIX
BLANK

MAGIC
MATRIX
BLANK

8. _____ Arts and Crafts
(date)

Go through crafts books in the adult and children's collections. Jot down those activities and ideas that could be applied to circuses such as other great shows or performers. These books provide source materials for displays and posters as well as children's projects.

CRAFTS

Book & Classification Number	Page	Project	Application

9. _____ Contribute to the NLC Activity Manual
(date)

The deadline is DECEMBER 1ST. Use the planning forms at the end of the manual. Send a copy, keep a copy.

10. _____ Begin Stockpiling Materials!
(date)

Become a materialist. Some of the best (certainly the cheapest) craft activities utilize throwaways and discards. Rehash your trash; it will stimulate all kinds of ideas for crafts and display. Some things to save: meat trays, frozen food foil trays, rug remnants, toilet tissue or paper towel rolls, tea tins, boxes and cans, egg cartons, newspapers, wallpaper sample books, fabric samples, paper bags.

11. _____ Plan for Storytelling
(date)

Learn at least one or two stories to tell rather than read. On dull, shut-in winter days when traffic is light, ask three or four kids to listen as you practice storytelling. Explain that you're getting ready for the Summer Reading Program. Word will spread around the school and your first pubilcity effort will be launched.

STORIES TO TELL

Title: Harold's Circus by Crockett Johnson

Source: picture books Page _____

Notes: May follow-up with mural paper. Draw circus act without lifting the pencil or marker from the page.

Title: _____

Source: _____ Page _____

Notes: _____

_____

_____

Title: _____

Source: _____ Page _____

Notes: _____

_____

_____

12. _____ Budget
(date)

Prepare a budget estimate and submit it to your director, Friends group, System (through indirect aid) or other funding source. Include: special books, craft materials, publicity, foodstuffs, special events, incentives and awards, resources.

Summer Reading Program Materials from NLC	$_____
Craft Materials	$_____
Publicity	$_____
Food	$_____
Special Events	$_____
Incentives	$_____
Awards	$_____
Resources	$_____
Programs	$_____
_____	$_____
_____	$_____

13. DEADLINE: February 20, 1987. Order Statewide Materials

Order the Activity Manual and support materials from the Nebraska Library Commission. Since reorders will probably not be feasible, be sure to order sufficient quantities the first time. Remember, you save money by ordering kits! SEE ORDERING PAGES AND CATALOG.

14. _____ Identify and Contact Resources
(date)

Contact those people who can be featured at special library programs or those groups or individuals who can contribute their talents as artists, handicraft leaders or makers. Resourcery is a two-way street. A 4-H club or other young adult-aged group might be willing to make a 3-ring model circus or a chicken-wire "float" etc., for you. In return, invite them to a special program on a topic of their choice, or as the first visitors to the circus summer. Such a group might include children who don't or can't ordinarily come to the library. You might also locate resources by putting out bait -- a table display of adult books about the circus -- miniatures, collector's guides and histories. Observe who is attracted to the display; you may uncover some closet collectors.

15. _____ Book Search
(date)

Contact schools and other sources and arrange to borrow theme-related books for the summer.

RESOURCES

Name or Group	How to Contact	Skill/Specialty	Possible Trades

Needs but No Names Known (You might call your System Director, Juvenile Resource Center Librarian or NLC Children's Coordinator for this.)

16. _____ Order
(date)

Order books to be purchased either individually or through a group plan organized by your system.

17. _____ Collect
(date)

Collect other supplies and materials needed. Besides the scrap craft materials that you've been collecting for some months, list other supplies needed and not on hand.

For Crafts	For Cooking	Display	Food (etc.) for Parties
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Order any other books, craft supplies, etc., that you will have to send away for.

18. _____ Films
(date)

Arrange for films or film circuit and other media.

19. _____ Decisions
(date)

Make final decisions about activities, presentations, and storytelling times which will be most effective for you.

20. _____ Calendar
(date)

Schedule all activities, starting with registration. If you have time and the resources, post a large calendar of June, July and August where children and parents will to see it. Work calendars follow.

JUNE 1987

	S	M	T	W	T	F	S
		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

JULY 1987

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 1987

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23 / 30	24 / 31	25	26	27	28	29

21. _____ Displays
(date)

Plan and make displays and story props. Enlist the help of craft or service clubs, art or shop classes as well as children's clubs. Plan to attend the Make n' Take Workshop in your system. Talk to your Juvenile Resource Center Librarian or System Administrator if one isn't scheduled. Also attend the NLA Spring Meeting nearest you to see the travelling exhibit of ideas from around the state and to vote for the 1988 theme.

22. _____ Personal Consultation
(date)

For special help you may be able to contact your Juvenile Resource Center Librarian. The NLC Children's Coordinator also is willing to make a visit to any part of the state to assist with planning, program development, etc.

23. _____ Publicity
(date)

Write news releases or contact newspaper/media persons with information about your program. Visit schools and make presentations to stimulate interest.

24. May through August - ENJOY THE SUMMER! YOU'VE EARNED IT!!!!!

25. September - Evaluate. Attend the Children's Conference for public librarians and media specialists.

RESOURCES

From Children's Books in Print

CIRCUS

Ames, Lee J. Make Twenty-Five Crayon Drawings of the Circus. Ames, Lee J., illus. LC 76-6034. 64p. 1980. 8.95a (ISBN 0-385-15210-8); PLP (ISBN 0-385-15211-6). Doubleday.

Booth, Eugene. At the Circus. Collard, Derek, illus. LC 77-7946. 24p. (gr. k-3). 1985. pap. 9.27 (ISBN 0-8393-0162-6). Raintree Pubs.

Caggiano, Rosemary & Martinez, Larry. The Circus. 48p. (gr. k-6). 1978. pap. 7.95. (ISBN 0-86704-000-9). Clarus Music.

Campbell, Rod. Circus Monkeys. Campbell, Rod, illus. 14p. (ps). 1984. board bks. 2.95. (ISBN 0-590-07941-7). Scholastic Inc.

Carson, Patti & Dellosa, Janet. Circus Fun Book. Carson, Patti & Dellossa, Janet, illus. 32p. (ps-1). 1982. pap. 1.25 (ISBN 0-88724-056-9, CD-8011). Carson-Dellos.

Cassidy, Diane. Circus People. Cassidy, Diane, illus. (ps up). 1985. pap. 6.95. (ISBN 0-316-13243-8). Little.

Daniel, Becky. I Can Draw a Circus. (ps-3). 1982. 5.95. (ISBN 0-86653-082-7, GA 428). Good Apple.

Dreamer, Sue. Circus ABC. Dreamer, Sue, illus. (ps up). 1985. pap. 3.70 (ISBN 0-316-19196-5). Little.

--Circus 1-2-3. Dreamer, Sue, illus. (ps up). 1985. pap. 3.95. (ISBN 0-316-19195-7). Little.

Harkonen, Helen B. Circuses & Fairs in Art. LC 64-8205. (illus.). (gr. 5-11). 1965. PLB 5.95. (ISBN 0-8225-0156-2). Lerner Pubns.

Harmer, Mabel. Circus. LC 81-7709. (illus.) 48p. (gr. k-4). 1981. PLB. 10.60. (ISBN 0-516-01610-5); pap. 3.95. (ISBN 0-516- 41610-3). Children's.

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BX-60-W17.....WHERE THE WORLD FOLDS UP AT NIGHT by Wilson - 1932

CLOWN SUBJECTS

BX-63-B5.....CLOWN ALLEY by Ballantine - 1982
****BX-63-B16.....THE WORLD OF CLOWNS by Bishop - 1976
BX-63-C33.....CIRCUS CLOWNS ON PARADE by Cook - 1956
BX-63-F33.....CLOWNING THROUGH by Foster - 1937
BX-63-G35.....GRIMALDI, KING OF CLOWNS by Findlater - 1955
BX-63-G51.....GROCK, KING OF CLOWNS by Grock - 1957
BX-63-K17.....CLOWN by Kelly - 1954
BX-63-M17.....THE AUTOBIOGRAPHY OF A CLOWN by Marcosson - 1910
BX-63-N17.....CLOWNS by Newton - 1957
BX-63-P33.....BEHIND MY GREASEPAINT by Polakovs - 1950
BX-63-T25.....CLOWNS by Towsen - 1976

ANOMALIES

BX-65-B33.....IT'S A SMALL WORLD by Bodin - 1934
BX-65-C17.....THERE WERE GIANTS ON THE EARTH by Cagin - 1959
BX-65-D17.....BARNUM PRESENTS GEN. TOM THUMB by Desmond - 1954
BX-65-H49.....HAVE YOU SEEN TOM THUMB? by Hunt - 1942
BX-65-W33.....GIANTS AND DWARFS by Wood - 1868

SIDE SHOW SUBJECTS

BX-67-M17.....MEMOIRS OF A SWORD SWALLOWER by Mannix - 1951
BX-67-P17.....TATTOO by Parry - 1933

HOW TO SUBJECTS

**BX-70-H29.....ART OF TRAINING ANIMALS by Haney - 1869
BX-70-M1.....HOW TO BE A JUGGLER by Logan - 1870
BX-70-M2.....HOW TO BE A CLOWN by Meyer - 1977
BX-70-P33.....BIG TOP RHYTHMS by Pond - 1937
BX-70-W17.....DRAWING AT THE CIRCUS by Wood - 1953

HORSE SUBJECTS

BX-73-F33.....A PICTORIAL HISTORY OF PERFORMING HORSES by C. P. Fox - 1960

BUFFALO BILL BOOKS

BX-75-C33.....ADVENTURES OF BUFFALO BILL by Cody - 1904
BX-75-C65.....MEMORIES OF BUFFALO BILL by Cody - 1919
BX-75-C113....BUFFALO BILL by Croft-Cook - 1952
BX-75-H17.....BUFFALO BILL'S GREAT WILD WEST SHOW by Havighurs - 1957
BX-75-L17.....BUFFALO BILL: KING OF THE OLD WEST by Leonard - 1955
BX-75-M33.....MY LIFE WITH BUFFALO BILL by Muller - 1948
BX-75-S17.....BUFFALO BILL AND THE WILD WEST by Sell - 1955
BX-75-W33.....LAST OF THE GREAT SCOUTS by Wetmore - 1899

WILD WEST SUBJECTS

BX-76-C17.....THE 101 RANCH by Collings - 1937
BX-75-G18.....FABULOUS EMPIRE by Gibson - 1946
BX-76-M33.....THE FABULOUS TOM MIX by Mix - 1957
BX-76-M37.....THE LIFE AND LEGEND OF TOM MIX - 1972
BX-76-O-25....ANNIE OAKLEY OF THE WEST by Havighurst - 1954
BX-76-O-33....MISSIE by Swartwout - 1947
BX-76-P17.....PAWNEE BILL by Shirley - 1958
BX-76-R37.....THE WILD WEST by Russell - 1970

CIRCUS ANIMALS AND TRAINERS

BX-80-B9.....WILD TIGERS AND TRAINED FLEAS by Ballantine - 1958
BX-80-B17.....THE BIG CAGE by Beatty - 1933
BX-80-B18.....JUNGLE PERFORMERS by Beatty - 1941
BX-80-B19.....FACING THE BIG CATS by Beatty - 1965
BX-80-B36.....THE TRAINING OF WILD ANIMALS by Bostock - 1904
BX-80-C34.....MY LIFE WITH THE BIG CATS by Court - 1955
BX-80-D17.....WILD ANIMAL MAN by Dhotre - 1961
BX-80-D33.....MY CIRCUS ANIMALS BY DUROV - 1936
BX-80-E9.....JUNGLE ACROBATS OF THE RUSSIAN CIRCUS by Eder - 1958
BX-80-H17.....ANIMALS ARE MY LIFE by Hagenbeck - 1956
BX-80-H33.....TOTO AND I by Hoyt - 1941
BX-80-K17.....HERE KELLER TRAIN THIS by Keller - 1961
BX-80-K33.....NO BARS BETWEEN by Kerr - 1957
BX-80-L17.....THE APE I KNEW by Lewis - 1961
BX-80-P5.....GARGANTUA by Plowden - 1972
**BX-80-P9.....NOT SO DUMB, TEN TALES OF A TROUPER by Priddy - 1940
BX-80-P17.....LIONS, TIGERS, AND ME by Proske - 1956

BX-80-R70.....LOUIS ROTH by Robeson - 1941
**BX-80-S17.....TRAINING AND HANDLING DOMESTICATED PETS & WILD ANIMALS by Sims
BX-80-S33.....HOLD THAT TIGER by Stark - 1938
BX-80-T17.....WILD ANIMAL MAN by Thompson - 1934

ELEPHANT SUBJECTS

BX-85-A17.....FUN BY THE TON by Allen - 1941
BX-85-B49.....THE ELEPHANTS by Blond - 1961
BX-85-C33.....OLD PHOEBE by Cobb - 1946
BX-85-C49.....BOSS ELEPHANT by Cooper - 1934
BX-85-L17.....ELEPHANT TRAMP by Lewis - 1955
BX-85-O-33....ELEPHANT TALES by O'Brien - 1941
BX-85-O-49....HERE COMES THE ELEPHANTS by Orr - 1943
BX-85-R17.....LIFE WITH ALICE by Richards - 1944
BX-BRF-S34-85.WILD BEAST OF INDIA by Sanderson - 1896
BX-85-W33.....ELEPHANT BILL by Williams - 1950

WILD ANIMALS SUBJECT

BX-90-B17.....FOREST AND JUNGLE by Barnum - 1897
BX-90-B21.....THE WILD BEAST, BIRDS, AND REPTILES OF THE WORLD by Barnum

PARTIALS (only partially circus subjects)

BX-94-M33.....CAREERS OF DANGER AND DARING by Moffett - 1906
BX-94-R17.....THE WIFE OF FOUR HOBBIES by Reuther - 1956
BX-94-R33.....PONY WAGON TOWN ALONG U.S. 1890 by Riker - 1948
BX-94-T30.....ENCYCLOPEDIA OF COLLECTIBLES by Time Life Books

FICTION BOOKS

BX-100-B82....UMBERTO'S CIRCUS by Bass - 1951
BX-100-B113...THE CIRCUS RIDER'S DAUGHTER by Brackel - 1896
BX-100-C113...BIG SHOW by Cooke - 1938
BX-100-C177...CAGED by Cooper - 1930
BX-100-D18....THE CIRCUS BOYS IN DIXIE LAND by Darlington - 1911
BX-100-D71....GUS THE GREAT by Duncan - 1947
BX-100-E17....CHAD HANNA by Edmonds - 1940
BX-100-E33....FATHER OWNED A CIRCUS by Evans - 1951
BX-100-F80....CIRCUS SEQUINS by Friermood
BX-100-H81....CAT MAN by Hoagland - 1956
BX-100-K17....DENVER BROWN AND THE TRAVELING TOWN by Kelly - 1966
BX-100-M18....LUKE'S CIRCUS by Manning-Sanders - 1940
BX-100-M49....CUDDY OF THE WHITE TOPS by May - 1924
BX-100-M66....POLLY OF THE CIRCUS by Mayo - 1908
BX-100-M97....THE ROSE IN THE RING by McCutchoon - 1910
BX-100-M113...SAWDUST IN HIS SHOES by McGraw - 1950
BX-100-O-52...TOBY TYLER OR TEN WEEKS WITH A CIRCUS by Otis - 1905
BX-100-P17....PECK'S BAD BOY WITH THE CIRCUS by Peck
BX-100-T9.....CIRCUS PARADE by Tully - 1927

ART AND POETRY

BX-107-F18....OLD-TIME CIRCUS CUTS by C. P. Fox - 1979
BX-107-H18....CIRCUS by Hooper - 1950
BX-107-H19....THE CIRCUS by Cooper - 1961

JUVENILE SUBJECTS

BX-110-B17....THE BIG BOOK OF THE REAL CIRCUS by Phillips - 1951
BX-110-C33....SIX GOOD FRIENDS by Crowell - 1947
BX-110-K17....CIRCUS HOLIDAY by Kelly & Dean - 1942
BX-110-L17....CIRCUS DAY by Lewis & Cobb - 1945

RESOURCES

Special opportunity for 4-6 Graders:

Kathy Bohling, Educational Services Coordinator at Morrill Hall, UNL, has developed Natural History Activity Kits which may serve to draw hard-to-reach older elementary children into the library. Kit topics are:

Animal Food Habits
Tracks and Traces
Birds
Fossils
Rocks and Minerals
Paleoindian

The inquiry approach used to develop the topics permits individual or group use of the kits. One way to use the kits to encourage library visits and use is to reserve them for every two weeks and use them as a basis for a science club. You may use the kits alone or add related games and activities that use library resources.

There is no charge for using the kits except the cost of shipping - $10 to $15. For more information or to reserve the kits call:

Kathy Bohling
University of Nebraska State Museum
Lincoln, Nebraska 68588-0338
402-472-6365

RESOURCE/REFERENCE MATERIALS AVAILABLE AT THE NEBRASKA LIBRARY COMMISSION

Books

NK9712 .F73 ..... ARTISTS IN WOOD; AMERICAN CARVERS OF CIGAR-STORE INDIANS, SHOW FIGURES, AND CIRCUS WAGONS. 1970.

GV1815 .D78 ..... PICTORIAL HISTORY OF THE AMERICAN CIRCUS. John and Alice Durant.

GV1801 .02 ..... CIRCUS: CINDERS TO SAWDUST. Illus. and jacket design by James T. Jones.

GV551 .B87 ..... CIRCUS TECHNIQUES. Hovey Burgess; with photos. by Judy Burgess. 1977.

791.3 C ..... CIRCUS: A WORLD HISTORY. Rupert Croft-Cooke and Peter Cotes.

Filmstrips

PZ7 ..... TOBY TYLER JOINS THE CIRCUS. (sound filmstrip)

PZ7 ..... TOBY TYLER JOINS THE CIRCUS. (filmstrip)

PZ7 ..... DUMBO. (filmstrip)

791.3 C ..... CIRCUS PERFORMERS AND ANIMALS. (sound filmstrip)

791.3 C ..... CLOWN CAPERS. (sound filmstrip)

791.3 G ..... THE GREATEST SHOW ON EARTH. (filmstrip) Audio-Visual Guide.

Slides

791.3 C ..... CLYDE BEATTY - COLE BROS. CIRCUS. (slide set) Blackhawk Films.

791.38 M ..... MILWAUKEE CIRCUS PARADE, 1964. (slide set) Blackhawk Films.

791.3 C ..... CIRCUS TRAIN: LAST DAYS OF THE BIG TOP. (slide set)

791.38 ..... AN OLD-TIME CIRCUS PARADE. (slide)

CIRCUS MUSEUMS

Write to the museums for pamphlets, background material and explanations of the origin of the circus.

John and Mable Ringling Museum of Art
5401 Bayshore Rd., Sarasota, Florida. 33580. Mailing Address: P.O. Box 1838, Sarasota, Florida 33578. Tele.: 813-355-5101. Founded: 1930.

Art Museum; Circus Museum; Asolo Theater.
Collections: Art Museum: European paintings & sculpture from 15th-20th centuries; paintings; drawings; decorative arts; archeological material from Cyprus and the ancient Mediterranean Circus Museum; circus memorabilia; wagons; posters; photographs and equipment. Asolo Theater: 18th century Italian theater housing the Florida State Resident Theater & Graduate Program. Ca'd'Zan: Residence of John and Mable Ringling reflecting the opulent lifestyle of the 1920's.

Activities: guided tours; lectures; films; gallery talks; T.V. and radio programs, education programs for children, adults; inter-museum loan, permanent, temporary and traveling exhibitions; volunteer and members council events; statewide affiliate chapter program; crafts festival; Medieval Fair; school loan service.

Publications: quarterly, Ringling Museums Newsletter; book, Ringling Museums, exhibition catalogs; brochures, The Italian Paintings Before 1800, Italian Collections; monthly activities calendar; catalogue, The Flemish and Dutch Paintings: 1400-1900 Ringling Collection.

Hours & Admission Prices: Mon.-Fri. 9-7; Sat. 9-5; Sun. 11-6; adults $4.50; children 6-12 $1.75; children under 6 no charge; discount to groups; Art Museum no charge Sat.

Ringling Bros. Barnum & Bailey Circus, Clown College, 1401 Ringling Dr. S., (P.O.B. 1528), Venice, FL 33595; Tel: (813) 484-9511

Circus City Festival Museum, Peru, IN 46970
Circus World Museum, Baraboo, WI 53913

Emmett Kelly Historical Museum, Sedan, KS 67361

Hertzberg Circus Collection, San Antonio, TX 78205

P.T. Barnum Museum, Bridgeport, CT 06604

Somers Historical Society, Somers, N.Y. 10589

MUSIC

A number of easy circus songs can be found in an old music book, The American Singer, Book 3, American Book Co., 1944.

Songs included are:

The Parade
High Stepping Horses
The Juggler
The Clown
Watching the Circus
On Parade
Zebra and Tiger
The Balloon Man

If you are interested in borrowing the book, contact Mary Jackson, NLC, 402-471-4006 or 1-800-742-7691.

the see & sound circus

by

Alberta Maxon Christensen

Illustrations by Jill Sach

A phonetic system designed to match visually and auditorily.

Created especially for Moms and Dads, Grams and Gramps who want to teach their children to read and write.

GIVE THE GIFT OF Reading

SEE AND SOUND CIRCUS BOOK
80 pages, 8½" x 11", 30 pages in full color!

52 CIRCUS "ANIMAL" ALPHABET CARDS
Play your way to phonetic success!

POSTER 12" x 24½", THE WHOLE SHOW AT A GLANCE
26 Alphabet "animals" in full color!

"LOOK, GRANDMA, I CAN READ!"
Author, Alberta Maxon Christensen, shows THE SEE & SOUND CIRCUS book to granddaughter, Amy Beck. THE SEE & SOUND CIRCUS was written especially for Moms and Dads, and Grams and Gramps who want to teach their children and grandchildren to read.

THE SEE AND SOUND CIRCUS was written especially for Moms and Dads, Grams and Gramps who want to teach their children to read.

THIRTY PAGES OF FULL COLOR in this eighty page book plus many pages of tips on how to teach your child to read.

IT IS FUN TO LEARN THE SHAPES AND SOUNDS of the alphabet letters at the SEE AND SOUND CIRCUS because the SEE AND SOUND system teaches the child's eyes and ears at the same time.

EACH ALPHABET LETTER is cleverly presented in a circus motif to delight all children. The letter k can resemble a kangaroo, and when the letter k is superimposed upon the body of a kangaroo the children easily learn the SHAPE of the letter k. And since *kangaroo* begins with the /k/ sound, the children remember the SOUND of the letter k. Mrs. Christensen has made each alphabet letter as easy and fun to learn as the letter k!

About the Author:

Mrs. Christensen is a licensed speech pathologist. She is a Certified Sensorimotor Developmentalist, and is listed in Who's Who in Child Developmental Professionals. She has studied under Marianne Frostig in Los Angeles; the late Newell Kephart in Ft. Collins, Co.; Glen Doman and Carl Delecato in Philadelphia, and she received training in the Montessori Method under Margaret Homfray, St. Nicholas Training Centre, London, England. Mrs. Christensen, a born again believer, has dedicated the profits from this book to the promotion of Christian ethics.

THE SEE AND SOUND WRITING SYSTEM trains the eye, ear, and hand at the same time, thus eliminating many problems, including b/d reversals.

PERFECT COUNTERCLOCKWISE CIRCLES come easily when Casey Cat's collar is a point of reference. The child can mentally place his pencil on the cat's collar in order to follow the contour of the cat's back. Presto! Perfect circles!

A FUTURE BENEFIT FROM THE SEE AND SOUND WRITING SYSTEM is the easy transition from printing to cursive writing. Since the child learns to form many of the letters without lifting his pencil, he will move easily from printing to the cursive writing adults use.

SPECIAL INTRODUCTORY OFFER. FOR $10.00 (plus PP) YOU WILL RECEIVE A SET CONSISTING OF:

1. THE SEE AND SOUND CIRCUS BOOK. 8½" x 11", 80 pages, 30 in FULL COLOR, plus many teaching tips.
2. SET OF 52 CARDS, 2 cards for each "animal" alphabet letter, in FULL COLOR. Your child can play his way to phonetic success.
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SAMPLE ACTIVITIES

RECIPES

Poppycock

1 1/2 c. sugar
1/2 c. light corn syrup
1/2 c. water
1/2 t. salt
8 c. popped popcorn
1 c. toasted almonds, pecans or peanuts
2 T. butter
1 t. vanilla extract

Combine sugar, corn syrup, water and salt. Cook over low heat, stirring constantly until sugar dissolves. Cook over medium heat to hard crack stage (300 F.) or until small amount dropped into cold water forms hard threads. Meanwhile spread popcorn and nuts into a buttered jelly-roll pan and heat in oven at 350° F. for 10 minutes. Remove syrup from heat. Quickly stir in butter and vanilla. Pour over popcorn/nut mixture. Stir to coat well. Spread in thin layer. Cool. Separate into clusters. 2 quarts.

Variations - may add coconut, raisins, coarsely crumbled chocolate chip cookies. Make with brown sugar, unhusked peanuts for cracker jack.

Molasses Taffy for Pulling

1 c. sugar
1/2 c. dark brown sugar, packed
2 c. molasses, light or dark
2 t. white vinegar
1/8 t. baking soda
1/4 t. salt
oil of peppermint, spearmint or cinnamon (optional)

In a 2-quart saucepan cook sugars, molasses and water together, stirring only until sugars are dissolved. Boil uncovered without stirring until syrup reaches soft-crack stage (270° F). Remove from heat; add vinegar, baking soda, salt and 3 drops oil flavoring if used. Stir only until ingredients are blended, then pour onto a large buttered platter. Allow to cool for 10 minutes or until candy can be handled, but is still warm. With buttered fingers pinch off about 1/4 of candy and pull and twist until firm and light, forming a 1-inch-thick rope-like strand. Using buttered scissors, cut off pieces and wrap each in waxed paper twisting ends to seal. Store in covered containers.

Clown Snack

1 round slice of turnip for face:

1 cherry tomato for nose:

Pimento pieces or piped red-tinted cream cheese for eyes, mouth and cheeks:

Shredded carrot for hair:

Cut cheese into triangles for bow tie and hat. Press on parsley bits for green polka dots.

Cut out with small cutter

Ella-Fun Toes

1/4 c. butter melted
1/2 c. sesame seeds
1/4 c. crunchy peanut butter
3/4 c. coconut
1/2 t. vanilla
1/4 c. honey
1 T. dry milk

Mix first four ingredients together and heat 5-10 minutes, stirring often. Remove from heat and add last 3 ingredients. Cool and chill one hour. Roll into elephant toes.

Monkey Mints

1 3oz. pkg. cream cheese
1/4 - 1/2 t. bananna flavoring
1/8 t. or 2 drops yellow food coloring
2 1/2 - 3 c. powdered sugar

Soften cream cheese. Mix in other ingredients and knead the mixture. Press into molds or give each child a portion to make a monkey face.

Strong Man Strawberries

2 3-oz. pkg. strawberry gelatin
1 c. ground pecans
1 c. flaked coconut
3/4 c. sweetened condensed milk
1/2 t. vanilla
red decorators sugar
blanched almonds, sliced

Combine gelatin, pecans, coconut. Stir in milk and vanilla. Mix well. Chill one hour. Shape into strawberries. Roll in red sugar. You may tint almonds green and insert in top of berries for leaves.

Monkey Mush

1 30-oz. can fruit cocktail, drained
1 11-oz. can mandarin oranges, drained
1 20-oz. pineapple tidbits, undrained
1 large bottle 7-Up
1 6-oz. can orange juice thawed
1 6-oz. can lemon juice, thawed
1 10-oz. pkg. frozen strawberries

Mix all ingredients together. Freeze in dixie cups. Put skewer in the cup for holder. Take out of freezer just long enough so that mush can be removed from cup.

Animal Crackerwich

Puree peanut butter and banana together; spread on 2 pieces of bread. Use animal cookie cutters to cut. Put animal cracker inside or on the top for a surprise.

Ice Cream Clowns

Freeze round scoops of ice cream with cherries and pecan pieces embedded for face and ears. Tinted coconut may be hair. When served place a painted ice cream cone atop for hat.

High Fly Snacks

This is what the Flying Pages eat just before flying.

1 15-oz. box seedless raisins
1 12-oz. pkg. milk chocolate or carob chips
1 12-oz. pkg. Spanish peanuts

Toss together.

Snake Charms

1 1/2 c. flour
2/3 c. milk
1/2 c. shredded cheddar cheese
2 T. butter or margarine
2 t. baking powder
1 t. sugar
1 t. salt
1 beaten egg
coarse salt, onion salt or garlic salt

Beat first seven ingredients with a fork until mixed well. Divide dough into 16 parts. Kids make snakes by rolling dough with their hands. Lay carefully on greased cookie sheets. Brush with beaten egg. Sprinkle lightly with salt and bake at 400° for 20 minutes or until golden brown.

Caramel-Taffy Apples

6 medium apples, washed
1 c. sugar
1/2 c. white corn sugar
1 can Eagle Brand condensed milk
1 t. vanilla

Insert wooden skewer into stem end of each apple. In heavy medium saucepan combine rest of ingredients. (If using candy thermometer, set in place.) Cook slowly, stirring constantly, to 230° F. or until a little mixture forms a very stiff ball in cold water.

Quickly, away from drafts, twirl each in caramel, to coat. Place on buttered plate, stem ends up, until firm.

Clown Cake Faces

Make up a chocolate cake mix and bake according to instructions in small cupcake papers in gem size or small cupcake pans. When cakes are cool, put two together with apricot jam. Frost with white frosting. Save out a small portion and tint red. Use to pipe on funny noses, mouths, some eyes.

Make other eyes from colored M & M's. Make hats from small cones. You may decorate the hats with multi-colored M & M's. "Glue" them on with dots of royal icing.

Royal Icing: Beat 1 egg white until frothy. Stir in 1/2 c. sifted powdered sugar.

Trick Pups

1 c. flour
2/3 c. cornmeal
1 T. sugar
1 1/2 t. baking powder
1 t. salt
2 T. oil
1 egg beaten
1 to 1 1/2 c. buttermilk
1/2 t. baking soda

Combine first 5 dry ingredients. Stir in oil. Beat egg, buttermilk and soda together. Mix well into flour mixture. Cut frankfurters into 10 pieces. Use wooden skewers to dip franks completely in batter. Drop into 3 to 4 inches hot oil (375°) and cook until golden, turning once. Drain on paper towels. Serve on toothpicks. Have mustard for dipping.

Marzipan Circus Animals

2 lbs. almond paste

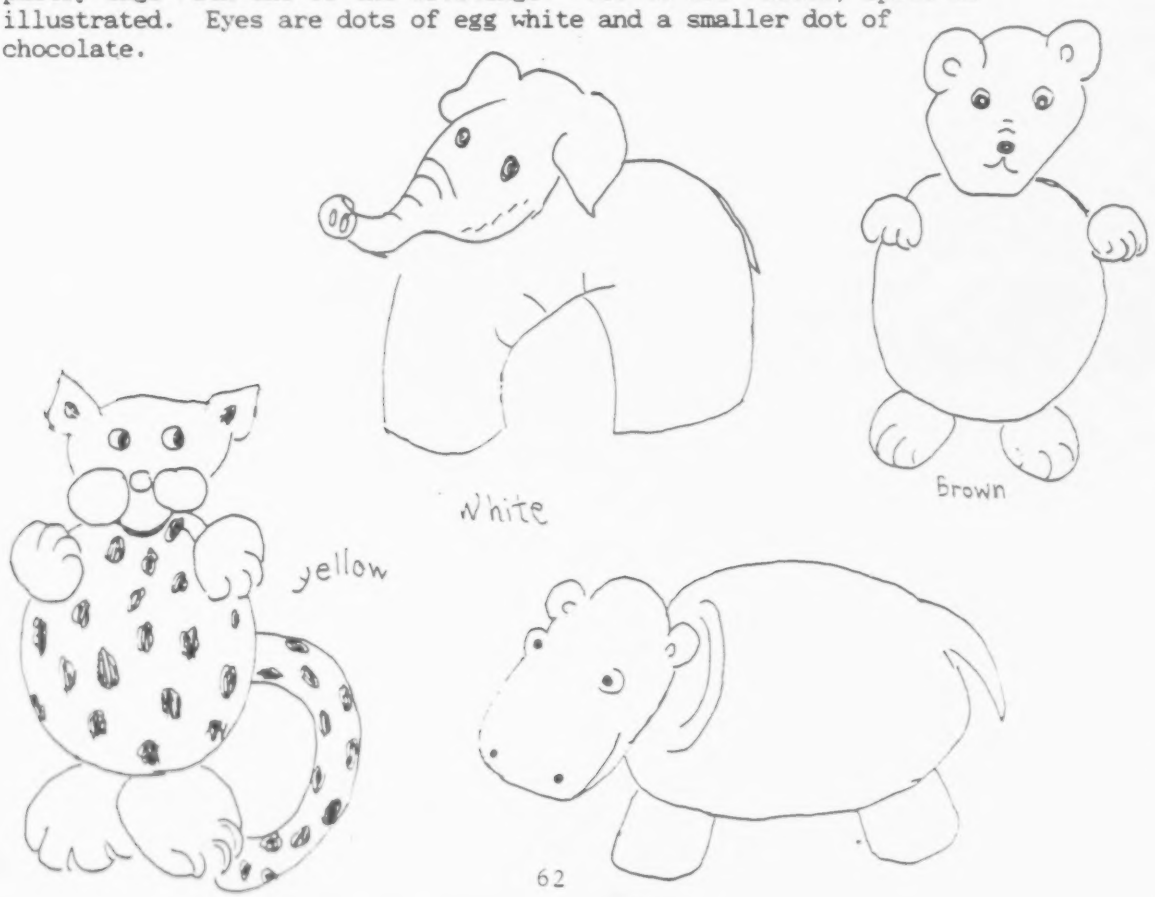
Coloring: 1 T. unsweetened cocoa powder
2 t. boiling water

Decoration: 1 egg white
1/2 scant cup sifted powdered sugar
4 oz. semi-sweet chocolate

On a surface sprinkled with a little powdered sugar, knead almond paste. Divide into 3 equal pieces. Color almond paste -- tint one yellow; leave one white. Blend cocoa powder with boiling water. Knead into third piece. To avoid drying out, wrap marzipan in foil or plastic wrap until you are ready to use it.

Give each child a share of about 2 tablespoons from which they can make animals according to your models or as they visualize them. (See illustration.) If the parts of the figures don't stick together, fasten with toothpicks. Make sure they are removed before the figures are eaten.

To decorate: beat egg white until frothy; mix in powdered sugar. Melt chocolate over low heat or in a double boiler. Fill 2 small pastry bags with one of the frostings. Use to draw faces, spots as illustrated. Eyes are dots of egg white and a smaller dot of chocolate.



Booky the Popcorn Clown

(For one popcorn clown - 10 inches tall)

12 cups popped corn
1/3 c. margarine or butter
3 c. minature marshmallows

Place popcorn in large bowl or container. In heavy saucepan over medium heat, melt margarine and marshmallows. Cook two minutes; remove from heat. Pour mixture evenly over popcorn; stir quickly to coat. With wet hands, quickly shape popcorn into one 4-inch and one 6-inch ball. Flatten one side of the 6-inch ball and place. Top with 4-inch ball to form head. Press in tinted coconut in any outrageous color as hair. Use red or black licorice shoestrings, crossed as eyes, a red gumdrop as the nose and cut into a mouth shape. Press on smaller multi-color gumdrops as dots on the clown suit. Cut white mitts from marshmallow. Use gummy rats as oversized shoes, with red or black licorice shoestrings as laces.

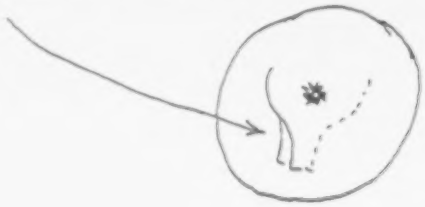
Three Ring Cookies

4 c. flour
2 1/4 c. sugar — combine dry ingredients
2 1/2 T. baking powder
1 t. salt — cut in butter with pastry blender
3 sticks butter

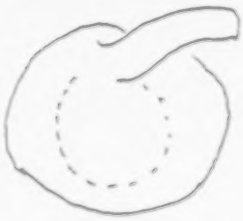
When dough mixture is crumbled into pea-size particles add 2 T. milk, 1 t. vanilla and 1 egg. Blend until a soft dough forms. Divide into thirds. Tint 1/3 pink, 1/3 green and 1/3 chocolate. Chill. Roll 1/2 T. into 7 inch string. Form ring by pressing ends together. Roll out same size rings in the other two colors. Fasten these 2 rings to the first ring so that three different-colored rings are linked. Arrange carefully on ungreased cookie sheets. Bake at 350° for 12 to 16 minutes or until edges are light brown. Cool one minute. Remove from cookie sheet to rack. Makes about 2 1/2 dozen three-ring cookies.

Orange Elephant

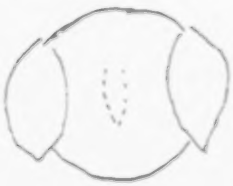
1. Use a thick-skinned large orange and a small sharp knife. Cut through the skin only to form a large Y-shape at the blossom end. Carefully separate the skin from the meat of the orange to make the trunk.



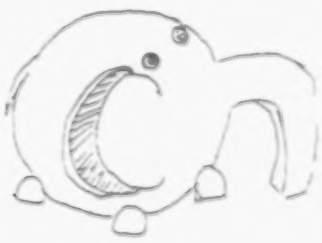
2. Make a cut on either side of the trunk as if taking a slice from the orange but leave skin, some pulp attached by trunk. Gently pull the slices away from the body to make the elephant's ears. Don't pull too far.



3. Make a small V in the back to make the tail. Pull slightly away from the body.



4. For the feet use small marshmallows, or gumdrops; attach them with toothpicks. For the eyes, cut a maraschino cherry in half; fasten with toothpicks. Chill until ready to use. You may use grapefruits and lemons to make a parade of various sized elephants.



Diversifying Summer Reading Program Reading Goals

When making decisions about Summer Reading Program rules such as how many books a child must read in order to earn a certificate or to be eligible for other prizes, the most important thing to keep in mind is the great diversity in children -- their reading ability, history of failure, level of interest in reading, and the degree to which they are stimulated by competition and challenge. As people whose central goal is to encourage voluntary reading, who believe that books mean possibility and pleasure, not drudgery and boredom, we have a responsibility to see that no child ever fails the Summer Reading Program. A system like the following approach allows success, individualized goals and appropriate challenge for most children.

I. Some children achieve a great deal if they read just one book. Therefore they rate a small prize or recognition after each book is read and a certificate no matter how many books are or aren't read plus lots of encouragement, help in selection and discussion about the entertainment to be found in specific books. The one-book contract might be symbolized by acrobatic monkeys climbing the wall or elephants marching around tail to trunk.

II. Another group of children is those who are extremely self-directed, can choose the number of books they think they can read in a summer and can generally follow through. Play "Betcha Can't Read Just One More" to encourage children to exceed their self-set goal. Use acrobats as this group's symbol

and have each build a pyramid -- one acrobat for each book read. The two groups described previously are the most extreme reading types -- the minimal, often-fearful reader and the highly self-directed child who reads everything -- generally for pleasure. Be sure you have lots of new books for this second group.

III. Group III consists of kids who like to achieve but are easily discouraged. They may give up after a minor setback and require a different kind of encouragement. They may get satisfaction out of reading for page numbers rather than books. By not counting books you pull them out of a frustrating competition with Group II and they get to achieve faster. Build or draw each reader in this category a large clown. Each dot, freckle, red cheek, nose, fluffy pom-pom, bubble, etc., stands for one page. They may color in the circles or you may have solid-colored circle seals they can stick on. You need at least 200 circles for each clown. Since these children are likely to be motivated by public recognition, they need a sharing time at which each kid's total count is clapped out -- speed up as the numbers get higher.

IV. This group consists of mostly competent readers although some may be lower and struggling. What they have in common is an interest in activity -- doing -- as well as or instead of reading. Make each of the children in this group a trapeze artist with long ceiling-high strings so that they can climb a "mile" or a foot etc., for each book read. They must also do a trick, project, answer a riddle, or finish a silly research project for each book read. They can choose the trick by spinning the "trick cycle."

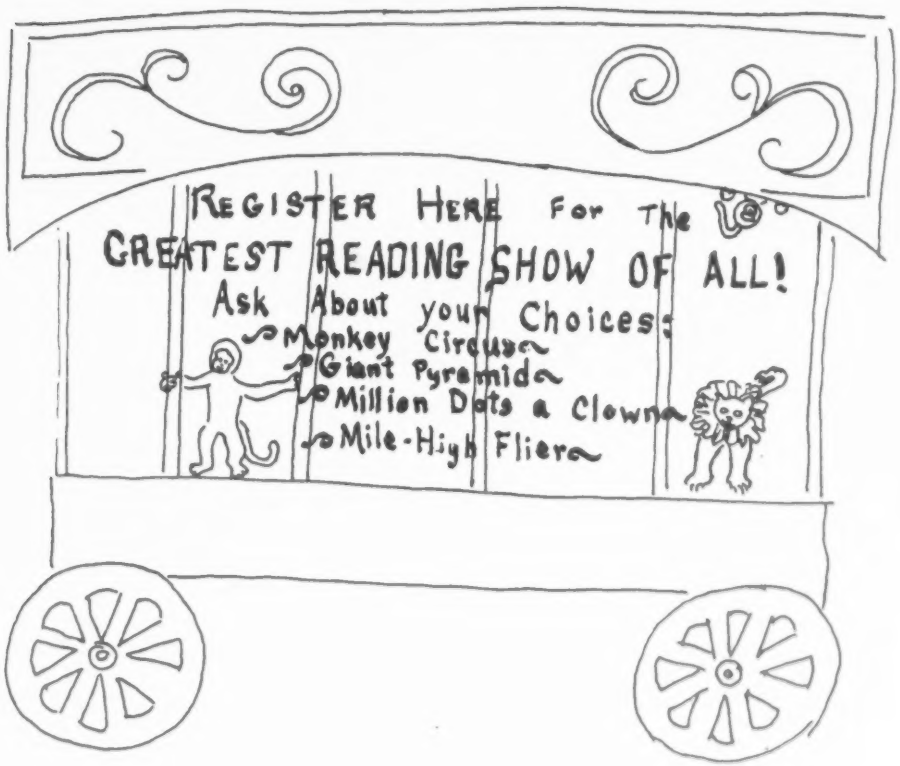
General Guidelines

1. When kids come in to sign up for the Summer Reading Program explain the four groups, the activities and symbols for each. De-emphasize requirements. Ask the child to choose a category and sign up on that sheet. Get a very official signature in gold marker or something equally imposing from each registrant.

2. Remember -- only one group (II) will be trying to read a specific quantity of books. They write their estimated number next to their signature. Encourage realism in number estimation so they can't fail, and give some kind of bonus for each book by which the goal is exceeded. If at first you have no takers in this group (it is the most demanding), don't worry.

   Gently encourage better readers to try it. Think a lot about what kinds of pay-offs there are for being in this group and then promote accordingly.

3. At the end of the summer each child should have earned a certificate, which was your goal from the beginning. You may even have a fifth group -- those who didn't read anything but faithfully attended programs. Good listeners also have value. You can call this group "Ringmasters."



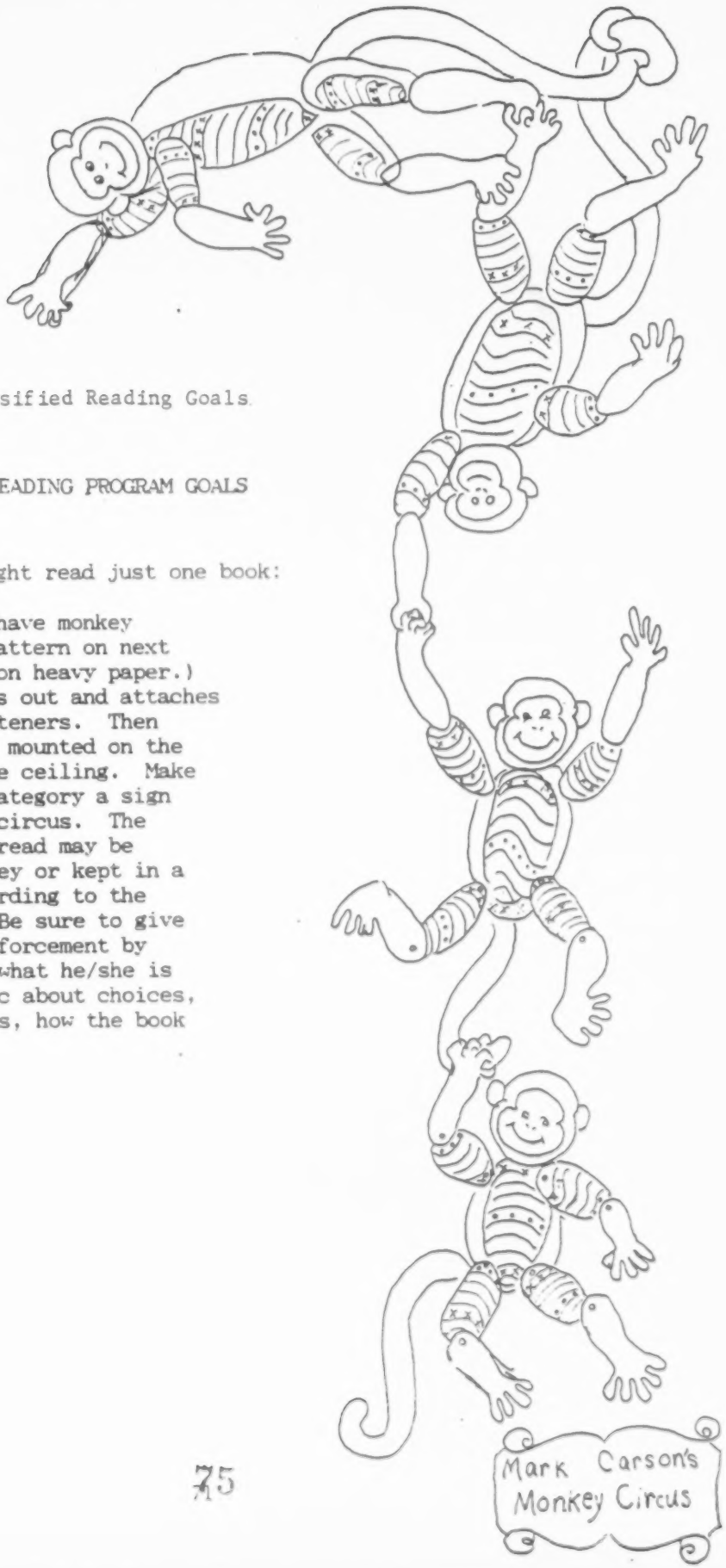
Hang this introduction sign above the registration desk or stand it in front of the desk.

How To Do It: Diversified Reading Goals

DIVERSIFIED SUMMER READING PROGRAM GOALS

1. For the child who might read just one book:

   For each book read, have monkey parts available. (Pattern on next page. Print copies on heavy paper.) Child decorates, cuts out and attaches parts with paper fasteners. Then the monkey(s) is/are mounted on the wall or hung from the ceiling. Make each child in this category a sign identifying his/her circus. The titles of the books read may be printed on each monkey or kept in a personal folder according to the child's preference. Be sure to give this child much reinforcement by being interested in what he/she is reading, enthusiastic about choices, discussing characters, how the book might end, etc.



2. For self-directed, fluent readers: Make the acrobats from heavy poster board in a variety of colors. If you have volunteers, cut out the acrobats. Kids with good reading skills may not be adept at cutting and it is important that the incentive not be an impediment that discourages reading--building a growing pyramid is tricky enough. Be sure to make the slots slightly more than a single slit. Put illustrations on the front and back of each figure.

3. Kids with average reading skills who are easily discouraged: Count page numbers*. Make each clown from a large piece of poster board so you have plenty of room for dots, spots and circles. Some possibiities: nose, cheeks, freckles, curly hair, spotted suit, earrings, dots on shoes, bells, tassels on hat, rings on fingers, balloons, etc. After 200 pages you may want to make each dot worth 5, 10, etc. Color with silver, gold, etc.

4. For children who like activity -- doing -- the progress symbols may be a trapeze flier on strings or yarn hung from the ceiling. When they read a book, ceremoniously use the "circus ruler." (1 inch may equal a mile) to elevate the flier another mile. Make a unicycle on which kids spin for activities such as: "Tell your mother that you have joined the circus to train as a high wire flier and that you leave tomorrow. Try to make her believe you."

   Other examples:

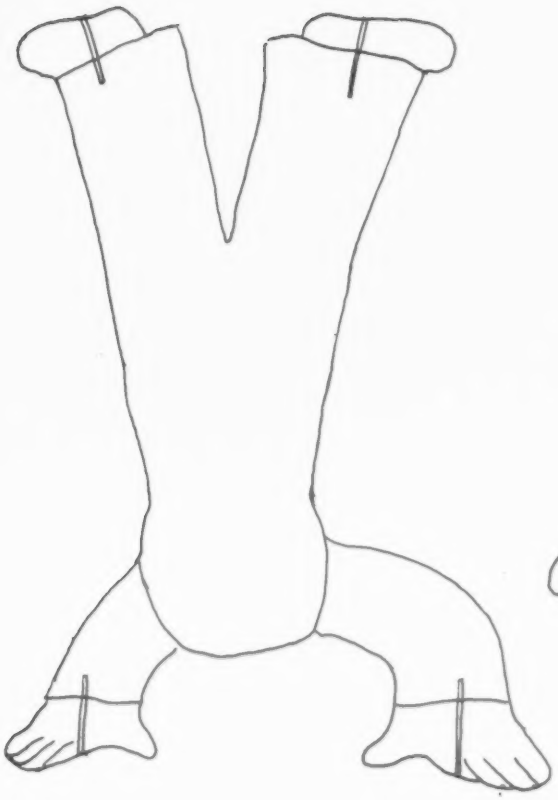
   * Find out what "Clown Alley" is. Explain it to someone in the library.

   * Estimate the number of books read for the summer reading program by looking at all the displays.

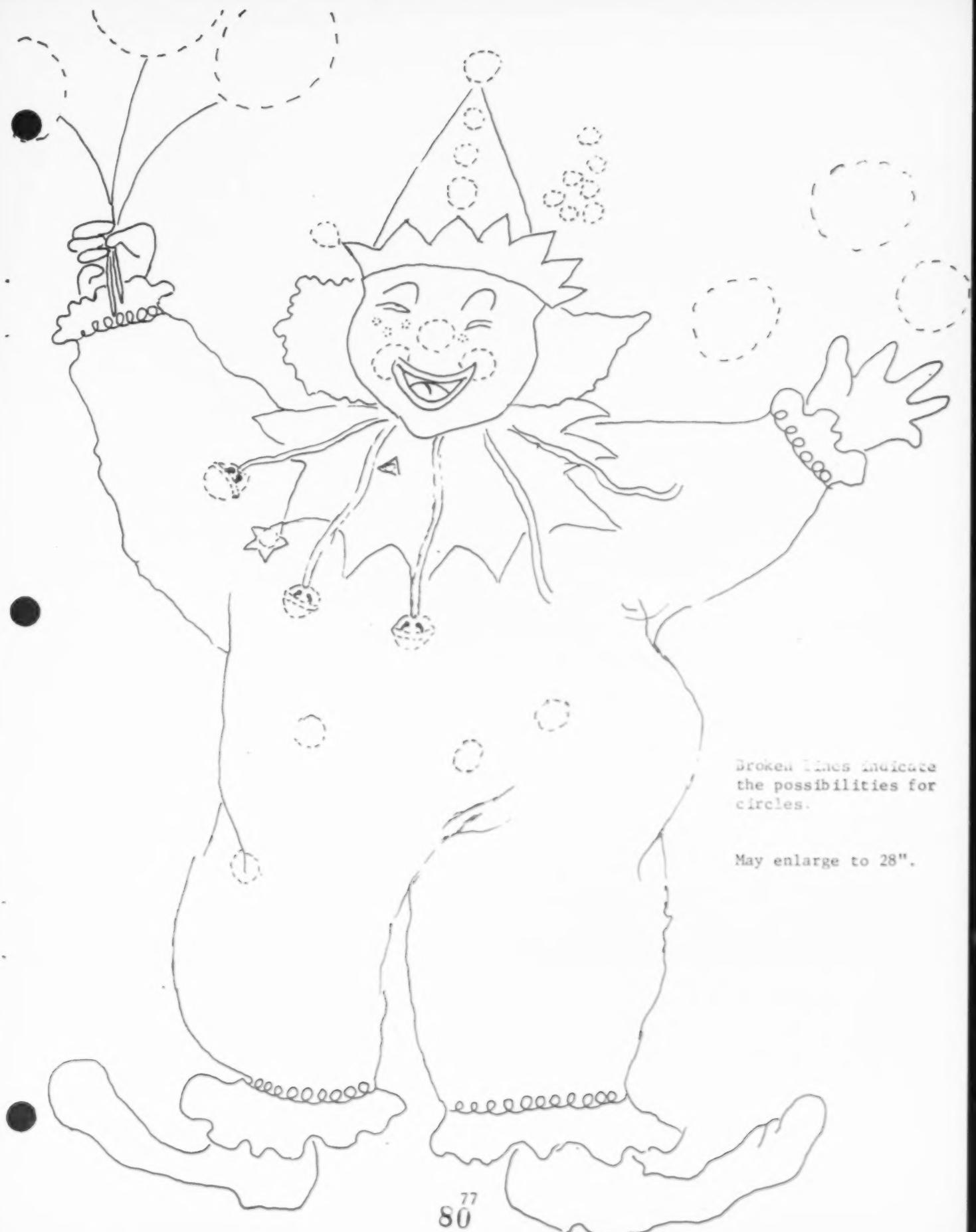
   * Stand on one foot and juggle two balls for one minute.

   * Walk like an elephant for the rest of the day, etc.

Lower arm, hand
Red (etc.)
upper arm
Inner Body
gold, red stripes
Upper leg
red
gold
red
etc.
Paper fasteners
Inner Face
gold (green, etc.)
Leg/Foot
Red (etc.)
Under-Body
Gold (etc.)
outer head
red (etc.)
glue
ear
gold
77
78
73



Make on the heaviest board you can cut.
May enlarge.



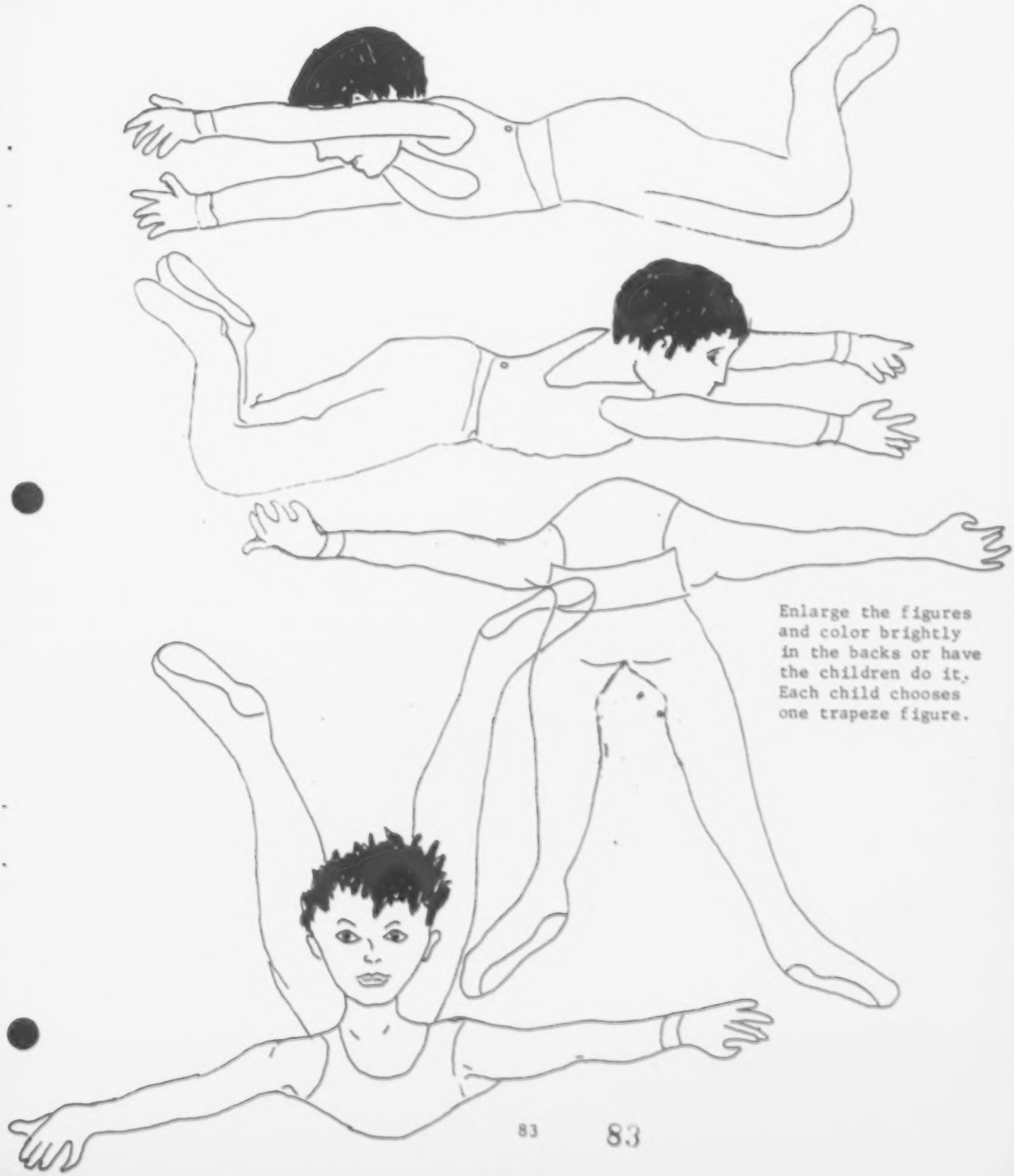
Broken lines indicate the possibilities for circles.

May enlarge to 28".

To make the flier rise:

Double a length of yard or string - nearly twice the measurement from floor to ceiling. Punch holes in highest point on flier and a lower point approximately straight below the first point. Make a loop above the highest punch and bring both ends through, down to the second punch. Bring <u>one</u> string out on the side and back in. Then continue downward to the height at which children will be able to reach the strings to manipulate the flier by pulling one of either string.

Trapeze Fliers



Enlarge the figures and color brightly in the backs or have the children do it. Each child chooses one trapeze figure.

PLANNING FORM

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Type of activity: music ☐; booklist ☐; fingerplay ☐; puppet show ☐ story prop ☐; craft ☐; game ☐; puzzle ☐; contest ☐; publicity ☐; food ☐; special program ☐; resource ☐; reading incentive ☐; on-going activity ☐; holiday ☐; other: book follow-up

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Target audience preschool - 3

Recommended size of group 10 - 25

Objective To re-enact and intensify the story experience. Also experience with facial expressions.

Materials sponge - "Nerf" smiles, jump rope or snakeskin belt, small balloons fake fur, etc.

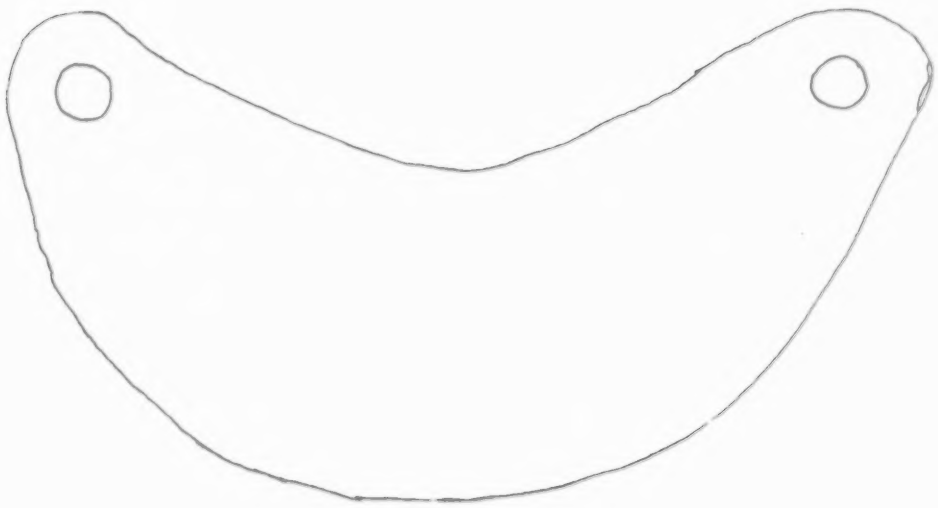
Book(s) The Clown's Smile - Mike Thaler

Description of Activity:

After reading or telling the story give children simple props so they can get into their part - small balloons for the strong man - or woman - muscles; rope or belt for the snake charmer, fake fur stole for the mayor's wife, etc. Begin by recalling and duplicating what the clown's face shows when he loses the smile, chases it, almost gets it, etc. Then with children's prompting toss the smile to each character in order as described in the story. The child catches it and puts it on his/her face, then tosses it back and the play continues until everyone in the group is wearing his/her own smile - proving that smiles are catching. If you can afford it, give each child a sponge smile to take home as a souvenir and to encourage story play. Make smiles from sponge. You might have to weight it in the middle to keep it from boomeranging.

Approximate Cost _____ Library, Town _____

Please attach drawings, diagrams, additional clarifying detail as needed.



Pattern for Clown's Smile

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Target audience K-6

Recommended size of group Individual as small group activity

Objective To involve children in SRP ownership, To simplify display and promotion efforts

Materials tagboard, scissors, magic markers

Book(s) collection of books with circus themes for all ages

Description of Activity:

To decrease the energy you expend on advertising the Summer Reading Program involve children - the kind who like to help you - in making a poster showing Circus Stars. Have star patterns for children to trace around - then fill in with clowns, lions, etc. Stars are mounted on a poster that may say "The Stars Are Out this Summer. Come see them at your Library." or "The Sky's the Limit for Summer Reading." The posters may be displayed at the library or other public places or children may parade around wearing simple signs or sandwich boards.

Approximate Cost _____ Library, Town _____

Please attach drawings, diagrams, additional clarifying detail as needed.

CIRCUS STARS

The SKY'S The Limit!
For SUMMER READING

Register at your Library for — a
3-ring Summer of Fun and Games
Library Address: _____
Dates: _____

BOOK PROJECT CLUB

Grades 4-6

This activity is intended for older children. It involves independent reading, discussion and a response activity or project that is fun and involving and gives children an opportunity to examine some of the issues in the story.

You may structure it to suit your children's interests, tastes and reading speed, but here is one approach.

Announce the book project club. Advertise with signs, announcements and in school. Play a get-acquainted game at the first meeting. Don't be disappointed with low attendance. If it's good, it will grow. Then explain the process:

1. This is a chance to read some books and have fun with them. You (the librarian) have chosen some circus books but later the group may choose also.

2. Children are to read the book in two weeks. (Ask if this is long enough.) Encourage them to try it - the sooner the book is read, the sooner the fun begins.

3. At the end of the two-week period, they come back, talk about the book a little and do something related to the book - arts, crafts, a game, cooking, a party of ...?

4. Next time the activity is a surprise. Then assign the book. Make sure there are enough copies. Borrow from schools, other libraries and when they're in paperback, purchase sets or ask the System to purchase sets for circuit use.

Suggested books and activities follow:

Depending on your knowledge of the children, you may start with something easy and short or with a book that is more challenging.

Books and Activities:

The Blue Rocket Fun Show - Very easy (2nd/3rd grade level) but stimulates imagination. A girl from outer space arrives with her parent's Fun Show and becomes Leslie's best friend.

Activity: At the next meeting children create a model of a circus or Fun Show using large, shallow boxes and materials you have assembled from the junk list plus outdoor materials -- small stones, twigs, bits of shrub. leaves and flowers. Their circuses may be modeled after the Fun Show, but stress originality. For kids whose imaginations need more input, base the construction on random elements which you provide through cards to draw or a spinner wheel.

Here is a wheel example.

If children are involved and don't finish their environments that day or another that you schedule, let them have extra time.

Other suggested books are:

Jelly's Circus; Dean Hughes, Atheneum, 1986. 11.95. A modern story about an enterprising boy who tries to create a circus out of unpromising material.

The Fairy Caravan; Beatrix Potter, F. Warne & Co., 1929. 8.95. Tuppenny, a bald guinea-pig drinks a hair-growing medicine, which causes a constant growth of uncontrollable hair. He joins a magic animal circus which performs only for animals.

The Foundling; Hector Malot; Crown, 1986. 14.95. When an orphan's brutal foster father returns from the army, the boy is sold to a travelling entertainer with performing, super-intelligent dogs.

Projects to accompany these books can be found in the Summer Reading Program Activity Manual.

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_____

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Target audience _____

Recommended size of group _____

Objective _____

Materials _____

Book(s) _____

Description of Activity:

Approximate Cost _____ Library, Town _____

Please attach drawings, diagrams, additional clarifying detail as needed.

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Target audience _____

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Recommended size of group _____

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Materials _____

Book(s) _____

Description of Activity:

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